

BULLYING PREVENTION/MANAGEMENT PLAN AND PROCEDURES 2016



School Commitment:

The school community of Hedland SHS is responsible for the creation and maintenance of a safe and positive learning environment and the development of processes for the effective management of student behaviour- *providing high care to every student through positive behaviour support*. Hedland SHS adopts a whole school proactive approach to address the issue of bullying. Our Bullying Prevention Plan uses approaches which:

- Are preventative and proactive in nature;
- Promote pro-social behavior, student wellbeing, resilience and the development of self-reflective practices;
- Focus on early intervention; and
- Outline clear procedures for the management of ongoing misbehaviour.

School Values:

Our school values are **CARE COURTESY RESPECT RESPONSIBILITY**

Our priorities are:

1. Excellence in Student Achievement - Our students improve every lesson, every day.
2. Enhanced Community Partnerships - Our community values our work and achievements.
3. Staff Development - Our staff capacity and ongoing development is at the forefront of whole school planning.
4. Positive School Environment- Our school fosters individuality and respect amongst the school community.

Aim of the Bullying Prevention Plan:

To provide all members of our school community with:

- A clear school process for responding to bullying.
- A range of strategies to improve resilience, build self-esteem and reduce antisocial behaviour.
- A range of strategies to support the social development of our students.

Whole School Approach:

Hedland Senior High School's Bullying Prevention Plan encompasses:

- **Zero tolerance towards bullying.**
- A proactive whole school approach towards dealing with bullying and social and emotional development.
- Integrated themes and strategies embedded into curriculum in Pastoral Care classes with a focus on anti-bullying and social-emotional support.
- Health and Wellbeing team to coordinate professional learning for all staff.
- A well-documented formalised approach to reporting, recording bullying incidents and ensuring actions are implemented.

School Strategies to Prevent and Manage Bullying:

Hedland SHS has a three tiered approach to preventing and managing incidents of bullying, which include: Whole-School Prevention Strategies; Specific Cohort Programs; and Support for Individual Students.

- **Whole-School Prevention Strategies:**
 - • Positive Behaviour Support Plan.
 - • Positive Behaviour Support Systems (PCS).
 - • Health and Wellbeing Team.
 - • Behaviour Management in Schools (BMiS) Policy & Procedures.
 - • Provision of “safe” highly supervised areas during breaks.
 - • Tracking of incidents on Student Information System (SIS) by Year Coordinators/HWB.
- **Specific Cohort Strategies:**
 - • Year 6 Transition Program.
 - • Inclusion of social skill development and preventing bullying programs within PC classes.
 - • Parent Workshops.
- **Support for Individual Students and Parents:**
 - • Monitoring Cards.
 - • Buddy Program.
 - • Case Management.
 - • Restorative Meetings held by Year Coordinators.
 - • Access to specialist HWB Staff.
 - • Referral to access outside agency support.

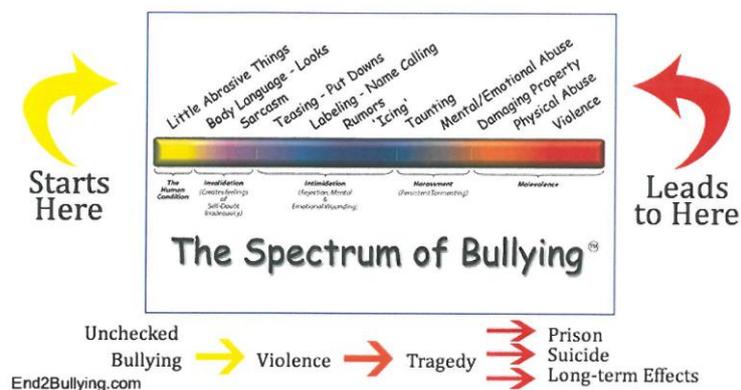
What is Bullying?

Bullying is any behaviour that intentionally hurts, threatens or embarrasses someone.

- Bullying is repetitive in nature rather than a one off event.
- Bullying involves an imbalance/misuse of power.

Bullying might include but is not limited to:

- Verbal** - ‘yarn carrying’, name calling, put downs, racial/sexual/sexist comments, threats, extortion.
- Physical** - hitting, spitting, kicking, pushing, stealing, throwing, damaging property.
- Emotional** - stalking, dirty looks, nasty notes, sexual harassment, graffiti, e-mails, SMS messages, spreading rumours and cyber bullying on social media (Facebook).
- Social** - isolating, ignoring and hiding.



Types of Bullying:

Bullying takes many forms and can include:

- **Verbal Bullying:** The repeated use of words to hurt or humiliate another individual or group. Verbal bullying includes using 'yarn carrying', put-downs, insulting language, name-calling, swearing, nasty notes and homophobic, racist or sexist comments.
- **Psychological Bullying:** Includes repeated stalking, threats or implied threats, unwanted email or text messaging, abusive websites, threatening gestures, manipulation, emotional blackmail and threats to an individual's reputation and sense of safety.
- **Relational Bullying:** Usually involves repeatedly ostracising others by leaving them out or convincing others to exclude or reject another individual or group from their social connections, making up or spreading rumours and sharing or threatening to share another's personal information.
- **Physical Bullying:** Includes repetitive low level hitting, kicking, pinching, pushing, tripping, "ganging up", unwanted physical or touching, and damage to personal property.
- **Cyber Bullying:** Involves the use of information and communication technologies such as e-mail, text messages, instant messaging and websites to engage in the bullying of other individuals or groups. This technology provides an alternative means for verbal, relational and psychological forms of bullying.
- **Bystanders to Bullying:** *Bullying also involves the concept of "bystanders".* A bystander may be someone who sees bullying or knows about it but he or she is not usually directly involved. Everyone at the school can have a role in supporting those who are being bullied. All members of the whole school community at Hedland Senior High School need to be aware of their role in supporting those who are being bullied and their responsibility to discourage bullying behaviours when they observe them. Any member of the school community can be a bystander and can act successfully to prevent or stop bullying. Sometimes it is difficult to act at the time of the bullying incident but reporting bullying behaviour is also important. Bystanders are encouraged to report to someone they feel comfortable with.

Students should:

- Respect the rights of all students to feel safe within the school community.
- Be positive role models to other students, in particular student counsellors and senior students.
- Try to resolve the problem:
 - Make an assertive response ("I" statements);
 - Say things like "NO", "STOP IT", "I DON'T LIKE IT", "LEAVE ME ALONE" or "GO AWAY";
 - Walk away and ignore it;
 - Don't retaliate by becoming physical, verbal or involving other students as this may escalate the situation;
 - Ask your peers/friends/mentors for support.
- Report incidents of bullying to staff members (eg. Year Coordinator, Class Teacher, HWB).
- Students who witness a bullying incident should offer the victimised student support by:
 - Intervening verbally eg 'leave them alone';
 - Not ignoring it;
 - Supporting them to talk and report incident to a staff member.
- Get support from the HWB team if the matter is unresolved.

Teachers will:

- Play a critical role in promoting and supporting the Bullying Prevention Plan by responding to bullying incidents in the classroom and on school grounds of Hedland Senior High School.
- Creating a culture of "It's okay to tell" by encouraging students to speak out for themselves or on behalf of the other students.

- Adopt positive behaviour management strategies in the classroom (eg seating plan, rewarding positive student behaviour (PCS slips), establishing and consistently adhering to classroom rules).
- Parental contact.
- Talk with the students to resolve all reports of bullying.
- If the situation is unresolved refer the matter to the Year Coordinator/HWB team.
- Complete a report on SIS and inform Year Coordinator and HWB Manager via email.
- Closely monitor student interactions at recess and in class.

Health and Wellbeing Team will:

- Work in conjunction with relevant Year Coordinator to monitor and actively resolve reported bullying incidences.
- Interview the student(s) to try to resolve the problem:
 - Adopt the *Restorative Practice* approach.
 - Individually discuss the problem with the students involved.
 - Provide ongoing monitoring and support.
 - Encourage the student to seek assistance if bullying reoccurs.
 - Contact the parents of all parties involved as soon as possible.
- Document all contacts on the student record on SIS.
- Individually counsel all parties involved in the bullying incident.
- Referrals to support services or external agencies where appropriate.

Health and Wellbeing Manager will:

- Implement the severity clause of the BMIS Policy for severe or ongoing bullying.
- Conduct return from suspension interviews.
- Refer students to specialist staff.
- Liaise with the HWB Team.
- Induct new staff on the Bullying Prevention Plan.
- Give regular reminders of the plan to students during year assemblies.
- Provide regular forums for students to discuss bullying in an open forum through the year.

Parent/Guardian should:

- Work in partnership with the school to promote a safe and caring environment.
- Be familiar with the possible signs of bullying (below).
- Listen to your child to identify the problem.
- Use problem solving strategies to deal with the problem.
- Contact the relevant Year Coordinator as soon as possible to discuss concerns.
- Monitor all social media; this includes Facebook, Snapchat and Instagram. The vast majority of student conflict originates out of school from the internet. It is recommended that you befriend your child on social media and randomly check their activity.

How to recognise a student that may be being bullied:

Knowing whether your child is being bullied can sometimes be hard to work out. Some common indicators are:

- Unexplained cuts, scratches, bruising, torn clothing.
- Unexplained crying, moodiness, anxiety or angry outbursts.
- Not wanting to go to school due to not feeling well.
- Less social contact with friends.
- Getting into lots of disagreements with you or siblings.
- Unexplained 'missing' personal property.
- Reduction in the quality of their schoolwork.
- Complaints of headaches and stomach aches.
- When monitoring social media, student has deleted all of their private messages. In this instance they may be a victim or the instigator.



Resources & Further Information

How parents can help: Online resources

<http://www.safeschoolshub.edu.au/for-parents/what-to-do-about-/bullying/how-parents-can-help>

<http://bullyingnoway.gov.au/parents/index.html>

<http://www.safeschoolshub.edu.au/for-students>

Helplines & Agencies:

If you are concerned about your child's social emotional well-being, the following resources may be helpful:

- Kids Helpline 1800 55 1800 www.kidshelp.com.au
- Lifeline 131 114
- Access your local GP who may refer you to specialist services
- Headspace www.headspace.org.au
- Parenting WA Line 6279 1200 or 1800 654 432
- Acorn Cyber Crime Online Reporting www.acorn.gov.au



Procedural Expectations:

- Reporting bullying incidents

Students involved, witnesses, parents or other staff can report concern about bullying issues or social conflict. If a student confides in a teacher about social conflict or bullying issues they can elect to apply intervention or for more serious cases the matter should be referred to the Year Coordinator or Health and Wellbeing Team.

Please see appendix A

- Identifying bullying incidents

When determining whether an incident is bullying or another form of social conflict staff will complete an investigation to determine the extent and type of problem.

Please see appendix B

- Recording incidents

Intervention must occur for all reported student incidents. The level of intervention should be commensurate with the depth of the problem. Any conflict or reports of bullying should be recorded on SIS along with the actions taken plus further expectations.

Please see appendix C

- Responding to bullying incidents

When trying to resolve bullying incidents, the method chosen will depend to some extent on the actual students involved, the nature of the incident and where it occurs. Monitoring cards will be given to students involved in ongoing bullying incidents.

Please see appendix D

- The case management of students involved in bullying incidents

Case managers should be appointed from within the Health and Wellbeing team depending on the level of concern. In most cases this will be the appropriate Year Coordinators; however other staff may be co-opted to work with particular cases.

APPENDIX A

Flow Chart of Procedures for Managing Reported Bullying Situations

All Staff

Listen to students involved to understand the situation and any history which may be relevant to the incident. Ensure notes are taken during this process.

Assess the level of risk/harm (consider the frequency, intensity, type and the duration of the bullying behaviour) associated with the incident.
Decide whether it can be dealt with at a classroom teacher level or needs to be referred to the appropriate Year Coordinator.

Classroom Teacher

Investigation of incident

Selection of restorative approach

Contact Parents

Enter incident on SIS Student Behaviour.

Implement Plan

Monitor Plan & Provide Additional Support

Refer to Year Coordinator should bullying incidents appear to resurface.

Year Coordinator / HWB Team

Investigation of incident

Selection of restorative approach

Contact Parents

Enter incident on SIS Student Behaviour

Implement Plan

Information provided to staff

Monitor Plan & Provide Additional Support

Should bullying incidents appear to resurface.

Information provided to staff

Parent Conference

Case managers appointed

Outside Agencies and Services accessed

Actions entered into SIS

Monitor Plan & Support

Examples of incidents Classroom Teachers may choose to manage:

- Touching other people's equipment
- Name calling in class
- Put Downs
- Parrotting/repeating comments
- Constant poking/pushing

APPENDIX B

CO-LATE	<i>Procedures for Managing Reported Bullying Situations</i>
R E S P E C T	<p>With the reporting student</p> <ul style="list-style-type: none"> • How long has this been going on? • What have they been doing? • When have they been doing this? • Are there other students/people who have witnessed this? • What do you do when this happens? • When was the last time this happened? • What happened in the beginning? What happened then? • Are there any other students involved? • Have you reported this to anyone before? What happened?
	<p>Following up with the other student/s</p> <ul style="list-style-type: none"> • I am aware that something happened yesterday with “X”, can you tell me what happened? • What started it? • What was said when this was happening? • What did you do? Can you show me what you mean? • What do you think you should have done instead of that? • Do you understand why we can’t have that happening?
R E S P O N D	<p>Assess the risk</p> <ul style="list-style-type: none"> • High • Moderate • Low <p>Asses the level of risk/harm (consider the frequency, intensity, type and the duration of the bullying behaviour) associated with the incident and report as high, moderate or low to Year Coordinators.</p>
	<p>Report</p> <p>Use the contact recommendations to determine who needs to be contacted.</p>
	<p>Record</p> <p>Collect, record and store all information related to each case in SIS. Ensure each stage has been recorded.</p>
R E C O N C I L E	<p>Selection of restorative approach</p> <p>Discuss restorative technique options with relevant staff, families and students. Determine which technique to use – refer to document “Possible Restorative Approaches for Students Who Bully Others or Who are a Target of Bullying”. Agree on the plan to be implemented.</p>
	<p>Implement Plan</p> <p>Implement the agreed plan of action. Reinforce positive behaviour.</p>
	<p>Provide Additional Support</p> <p>Bullying incidences appear to resurface. Check in with all parties involved in the incident at regular predetermined intervals. Offer additional support to those students who are experiencing difficulties adhering to the bounds of the agreed plan.</p>

APPENDIX C

Reported Incidents of Bullying: *Information from reporting student*

Name of reporting student		Year	
		Date	
Name of Investigating staff member			

<p>Prompting questions to use with the reporting student:</p> <ul style="list-style-type: none"> • How long has this been going on? • What have they been doing? • When have they been doing this? • Are there other students/people who have witnessed this? • What do you do when this happens? • When was the last time this happened? • What happened in the beginning? • What happened then? • Are there any other students involved? • Have you reported this to anyone before? • What happened? 	
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Does this incident need to be referred on to a Year Coordinator?		YES	NO		
Referred to					
Date Referred					
Recorded on SIS	YES	NO	Requires further investigation	DATE	

Reported Incidents of Bullying: Information from other involved students

Other identified student/s		Year	
		Year	

<p>Prompting questions to use with other students involved in the incident:</p> <ul style="list-style-type: none"> • I am aware that something happened yesterday with “X”, can you tell me what happened? • What started it? • What was said when this was happening? • What did you do? Can you show me what you mean? • What do you think you should have done instead of that? • Do you understand why we can’t have that happening? 	
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Agreed Restorative Action Plan

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Monitored by		Date to be reviewed	
Copy of notes on students file	YES	NO	Date entered into SIS

APPENDIX D: BEHAVIOUR MONITORING CARD

STUDENT'S NAME: _____

MONITORING DATES: _____

YEAR: _____

It is the student's responsibility to:

1. Fill in the student's name, teacher's name and date.
2. Present this form to each teacher at the beginning of each period.
3. Present this form to the Deputy Principal at the end of each day
4. Collect this form from the Deputy Principal at the start of each day

SPECIFIC AREAS:

- Interaction with Peers
- Making positive choices
- Working with others

This is a NOT a Good Standing contract – it is simply a period by period behaviour monitoring sheet to help students reflect on their self-management skills.

Please provide a ranking out of 5 for each period.

- 5= Excellent
- 4=Above Average
- 3=Good
- 2=Poor
- 1=Of Concern

	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
	Rating	Teacher's Signature	Rating	Teacher's Signature	Rating	Teacher's Signature	Rating	Teacher's Signature	Rating	Teacher's Signature
Period 1										
Period 2										
Period 3										
Period 4										
Period 5										
Year Coordinator Signature										

TIPS FOR DEALING WITH BULLYING

Bullies are made, not born. There is no single solution to bullying or best way to handle a bully. It may take some experimenting with a variety of different responses to find the strategy that works best for your situation. To defeat a bully, you need to retain your self-control and preserve your sense of self.

What you can do when faced with a bully:

- **Walk away from the bully.** Bullies want to know they have control over your emotions so don't react with anger or retaliate with physical force. If you walk away, ignore them, or calmly and assertively tell them you're not interested in what they have to say, you're demonstrating that they don't have control over you.
- **Use humour to defuse a situation.** Make a joke. If you're relaxed enough to recognize the absurdity of a bullying situation, and to comment on it with humour, you'll likely no longer be an interesting target for a bully.
- Or tell the bully assertively, "Get a life. Leave me alone." And walk away.
- **Recruit a friend.** Observers find that having a friend on the playground is one of the most powerful protectives, especially for boys.
- **In general, seek out the friendly children and build friendships with them.** Find others who share your same values and interests.
- **Report the bullying to a teacher.** If you don't report threats and assaults, a bully will often become more and more aggressive. In many cases adults can find ways to help with the problem without letting the bully know it was you who reported them.
- **Share your feelings.** Talk to a parent, counsellor, coach or trusted friend. Expressing what you're going through can make a huge difference to the way you feel, even if it doesn't change the situation.
- **Boost your confidence.** Exercise is a great way to help you feel good about yourself, as well as reduce stress.

